Texas Education Agency
Standard Application System (SAS)

2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

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Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	Write NOGA ID here:
Grant Period	February 1, 2017, to July 31, 2020, pending future federal allocations	
Application deadline:	5:00 p.m. Central Time, September 15, 2016	Place date stamp here
Submittal information:	**Three** complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #	
IDEA Public Schools	**108807**	**IDEA Academy Donna**	**NA**	
Vendor ID #	ESC Region #		DUNS #	
74-2948339	**1**		**15**	
Mailing address		City	State	ZIP Code
505 Angelita Drive, Suite 5		**Weslaco**	**TX**	**78599-**

Primary Contact

First name	M.I.	Last name	Title	
Lindsey		**Schaefer**	**VP of National Advancement**	
Telephone #	Email address		FAX #	
956.373.5814	**Lindsey.Schaefer@ideapublicschools.org**		**956.447.3796**	

Secondary Contact

First name	M.I.	Last name	Title	
Samuel		**Goessling**	**Chief Advancement Officer**	
Telephone #	Email address		FAX #	
956.373.7102	**Samuel.Goessling@ideapublicschools.org**		**956.447.3796**	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I. Last name	Title
Tom	**Torkelson**	**CEO**
Telephone #	Email address	FAX #
956-377-8000	**Tom.Torkelson@ideapublicschools.org**	**956.447.3794**

Signature (blue ink preferred) | Date signed

9.29.16

Only the legally responsible party may sign this application.

701-16-105-047

Schedule #1—General Information	
County-district number or vendor ID: **108807**	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified**.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: **108807**	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: **108807**	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions. 3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **Transformation Model**, the campus will meet all of the following federal requirements:
	 1. Develop and increase teacher and school leader effectiveness.
	     (A) Replace the principal who led the school prior to commencement of the transformation model;
	     (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that–
	         i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	         ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

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iii. Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and create community-oriented schools.

(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

(B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).

8.	The LEA/campus provides assurance that if it selects to implement the **Texas State-Design Model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that: • Improves student academic achievement or attainment • Is implemented for all students in the school • Addresses in a comprehensive and coordinated manner: ○ improvement in school leadership ○ improvement in teaching and learning in academic content areas ○ professional learning for educators ○ student non-academic supports In doing so, the LEA/campus will implement the following: 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

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2. Provide a rigorous course of study that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. I doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:

   (A) Data to identify the population at risk of dropping out of school;

   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;

   (C) Early College brochures in all languages relevant to the school community;

   (D) Written communication plan for relevant target audiences: parents, community members, school board.

   Adapted from Texas Early College High School Blueprint, Benchmark 1

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:

   (A) Partnership between the school district and an institute of higher education (IHE) that:

      i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.

      ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;

      iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and

      iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

   (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

   Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

   Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.

9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

   (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

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(B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

(C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

(D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

(E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

(F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

Adapted from Texas Early College High School Blueprint, Benchmark 5.

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:

(A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

(B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

(C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

(D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

9.	The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements: 1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school. 2. Offer full-day kindergarten. 3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

(A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;

(B) High-quality professional development for all staff;

(C) A child-to-instructional staff ratio of no more than 10 to 1;

(D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;

(E) A full-day program;

(F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;

(G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;

(H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;

(I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;

(J) Program evaluation to ensure continuous improvement;

(K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;

(L) Evidence-based health and safety standards.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—

(A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

(B) Are designed and developed with teacher and principal involvement;

7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.

9. Use data to identify and implement an instructional program that is:

(A) Research-based;

(B) Developmentally appropriate;

(C) Vertically aligned from one grade to the next as well as aligned with State academic standards;

(D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:

(A) Aligned with the school's comprehensive instructional program

(B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.	The LEA/campus provides assurance that if it selects to implement the **Turnaround Model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
   (A) Screen all existing staff and rehire no more than 50 percent; and
   (B) Select new staff
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
   (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
   (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
   (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform Model**, the campus will meet all of the following federal requirements:
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	   (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	   (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	   (B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome.
	   (C) A study which used a large sample and multi-site sampling.
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	4. The whole-school model must implement the model for all students in the school.

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	5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
12.	The LEA/campus provides assurance that if it selects to implement the **Restart Model**, the campus will meet all of the following federal requirements: 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by: (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
13.	The LEA/campus provides assurance that if it selects to implement the **Closure Model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **rural LEA applicant** may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html
15.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
16.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.
17.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.

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18.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: **108807**	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation**, and **sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Vision and Focus for School Reform

IDEA Public Schools' goal is to improve academic results in underserved communities. In the past two years, IDEA Academy Donna has not lived up to this promise, and it is time to reset student performance at IDEA Academy Donna: Senior leaders have exited the poor-performing previous principal, turned over the majority of teachers, and installed new leadership and teachers who have new, clear expectation grounded in student achievement results. Although there has been a slight increase in performance, IDEA Academy Donna still lags behind district averages, especially for special pops students (ELL) and economically disadvantaged students. Since this is where more underperformance occurred and where the school is seeing an increase in enrollment, now is the time to make sure the school has the support it needs to get back on track and significantly increase outcomes for students and teachers, through the **Donna Academy Achieves** program.

Sense of Urgent Need for Change

By 2017-18, IDEA will operate 60 schools in three regions, educating more than 40,000 students on their road to and through college. With IDEA's track-record of seeing 100% of its graduates accepted to college, IDEA will prepare the majority of low-income college graduates in the Rio Grande Valley—a 50% increase. This success will change lives, families, and communities across Texas. It would be unacceptable to have *any* school producing less than the best for our students. The time to improve IDEA Academy Donna is *now*.

High Expectations for Results

IDEA Public Schools has a 16-year history of leveraging top talent, data, and technology to apply new concepts and teaching models to get real results, producing high-achieving, college-bound students in congruence with IDEA's mission, "College for All Children." 100% of graduates have been accepted college, and 99.9% of graduates have matriculated to college. **Roughly 65% of IDEA graduates will be the first in their family to graduate from a four-year college.**

Operational Flexibilities that will be Afforded the Campus in a Reform Effort

IDEA's structures and curriculum *work*. But within IDEA's core values of No Excuses!, 100% Every Day, Sweat the Small Stuff, and Team and Family, is the opportunity for school leaders to pilot new programs, bring new ideas, and try new approaches to student success. For IDEA Academy Donna, this means the flexibility to fund school-specific professional development (PD) opportunities for teachers and leaders, hire additional staff to support teachers in improving student achievement, and provide a bonus structure designed to reward school leaders, teachers, and other support and operational staff for their contributions to IDEA Academy Donna's return to educational excellence.

Organizational Structures

IDEA Public Schools has grown from one secondary campus, founded in 2000, to a growing network of tuition-free Pre-K to 12th grade public schools serving more than 30,000 students in 51 schools across San Antonio, Austin, and the Rio Grande Valley in 2016-17. As a result of this tremendous growth, IDEA has the district-level and regional structures to support its current and planned growth while maintaining the high quality IDEA learning communities have come to expect. The purpose of the TTIPS initiative is to provide adequate resources to substantially raise the achievement of Priority and Focus Schools' students so as to enable the school to meet the annual measurable objectives and exit Focus School status. IDEA's demonstrated experience with infusing a culture and expectation of academic excellence into impoverished communities prove both parts of the TTIPS purpose: **greatest need and strongest commitment.**

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: **108807**	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Existing Capacity and Resources

IDEA Public Schools is well positioned to support IDEA Academy Donna during this TTIPS grant and to coordinate all supports and resources to ensure it exits Focus School status by the end of the five-year funding period. IDEA has both the existing capacity and, with TTIPS funding, will have the additional resources necessary to implement the following initiatives:

1. **Academic program improvements**, which include academic intervention for PK-2 and ELLs, and interactive technology so students can improve their performance to grade-level or higher much sooner than they could without these key supports; enhancing the intervention period with Reasoning Mind and Dreambox, designed to support high-needs students in math achievement and Leveled Literacy Intervention (LLI), and IStation, a skill-based, personalized approach for reading intervention; and supplementing the existing 21st CCLC after-school and summer program with additional funding so that more students can avail themselves of additional time with highly engaging academic acceleration and enrichment activities;

2. **Improving teacher quality through focused PD**, providing staffing and support that includes a Critical Student Interventionist for grades PK-2 and using the current Interventionist to shore up achievement gaps for students in grades 3-5, especially ELLS; writing, math, and reading PD; .

3. **Enhancing available resources for teachers, students, and families**, including wireless projectors, interactive boards, writing feedback software, and iPads/tablets for 1:1 reading and writing; and a partnership with Communities in Schools (CIS) to help meet students' social/emotional and non-academic needs and build their emotional intelligence; and

4. **Monitoring and evaluations**, using the Renaissance STAR as an additional evaluation tool, and ensuring a focused effort to meet district and school-based goals and performance measures with a bonus-structure for teachers and leaders to incentive and reward progress toward exiting Priority and Focus School status.

Communication Structures

For IDEA Academy Donna, specifically, IDEA Public Schools has leveraged its communication structures with the following internal teams in order to determine and ensure it has the capacity to provide adequate resources and related support to this struggling school throughout the five-year funding period:

- **Program Planning and Grant Development:** The **Donna Academy Achieves** planning team involved staff from Development/Grants, Human Assets, Data & Analysis, Academics, Business Office and Operations by soliciting their input on project design and budget development. The team then presented multiple versions of the budget to district and school leadership for input and approval.
- **Human Resources and Staffing Support:** The planning team consulted IDEA's Superintendent and Chief Human Assets Officer to ensure that the existing staff at IDEA Academy Donna is currently working at full capacity and that additional initiatives and activities will, in fact, require additional staff; the number and type of staff requested in this project are aligned with district and campus goals for academic improvement; the staff and consultants to be hired with grant funds are aligned with the design of the Early Learning Intervention model; and the incentives proposed in **Donna Academy Achieves** supplement and do not supplant the Grow with IDEA bonus structure that rewards teachers for movement along the Teacher Career Pathway
- **Professional Development:** The TTIPS planning team also consulted IDEA's Superintendent and involved IDEA Academy Donna school leadership to ensure that the focus of staffing and professional development supports the plan for IDEA Academy Donna to exit Focus Schools status
- **Grants, Financial Management, and Coordination of Funding:** Throughout the grant development process, the planning team consulted with Development/Grants staff to ensure that no element of the **Donna Academy Achieves** proposal is in conflict with or duplicates the efforts of any other local, state, or federal initiative (grant-funded or otherwise).

IDEA Public Schools is ready to implement Donna Academy Achieves, a TTIPS-funded initiative to increase quality instruction, ensure improved student achievement, and get IDEA Academy Donna back on track to success with sustainable solutions, approaches, and systems.

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Schedule #6—Program Budget Summary											
County-district number or vendor ID: **108807**						Amendment # (for amendments only):					
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)											
Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations						Fund code: 276					

Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	$300,574	$18,000	$485,261	$29,448	$582,972	$30,115	$621,934	$30,803	$2,099,107
Schedule #8	Professional and Contracted Services (6200)	6200	$149,036	$0	$159,036	$0	$159,036	$0	$144,036	$0	$611,144
Schedule #9	Supplies and Materials (6300)	6300	$289,050	$0	$209,450	$0	$259,450	$0	$259,450	$0	$1,017,400
Schedule #10	Other Operating Costs (6400)	6400	$10,400	$0	$10,400	$0	$10,400	$0	$10,400	$0	$41,600
Schedule #11	Capital Outlay (6600)	6600	$135,000	$0	$0	$0	$0	$0	$0	$0	$135,000
Consolidate Administrative Funds	☐ Yes ☐ No										
	Total direct costs:		$884,060	$18,000	$864,147	$29,448	$1,011,858	$30,115	$1,035,820	$30,803	$3,904,251
	3.066% indirect costs (see note):		N/A	$552	N/A	$903	N/A	$923	N/A	$944	$3,323
Grand total of budgeted costs (add all entries in each column):			$884,060	$18,552	$864,147	$30,351	$1,011,858	$31,039	$1,035,820	$31,747	$3,907,573

Administrative Cost Calculation	
Enter the total grant amount requested:	$3,907,573
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$195,379

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:
- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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	Schedule #7—Payroll Costs (6100)							
County-district number or vendor ID: **108807**						Amendment # (for amendments only):		
Employee Position Title		**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Year 1 Amount Budgeted**	**Year 2 Amount Budgeted**	**Year 3 Amount Budgeted**	**Year 4 Amount Budgeted**	**Total Budgeted Costs across all Years**
Academic/Instructional								
1	Teacher: Critical Student Interventionist, PK-2	1	0		$50,000	$51,500	$53,045	**$154,545**
2	Educational aide: 1 Co-teacher or Teaching Fellow	1	0	$13,500	$27,810	$28,644	$29,504	**$99,458**
3	Tutor			$	$	$	$	**$**
Program Management and Administration								
4	Project Coordinator (60% program; 40% admin.)	1	0	$22,500	$46,350	$47,741	$49,173	**$165,763**
5	Title			$	$	$	$	**$**
6	Title			$	$	$	$	**$**
Auxiliary								
7	Title			$	$	$	$	**$**
8	Title			$	$	$	$	**$**
9	Title			$	$	$	$	**$**
Other Employee Positions								
10	Title			$	$	$	$	**$**
11	Title			$	$	$	$	**$**
12	Title			$	$	$	$	**$**
13			Subtotal employee costs:	**$36,000**	**$124,160**	**$127,885**	**$131,721**	**$419,766**
Substitute, Extra-Duty Pay, Benefits Costs								
14	6112	Substitute pay		$	$	$	$	**$**
15	6119	Professional staff extra-duty pay		$27,920	$91,920	$155,920	$155,920	**$431,680**
16	6121	Support staff extra-duty pay		$14,112	$14,112	$14,112	$14,112	**$56,448**
17	6140	Employee benefits		$24,292	$47834	$54,723	$57,783	**$184,631**
18	61XX	Employee stipends **Bonus pay to reward high performance** Specify amounts and criteria to earn stipend: **see page 30**		$216,250	$236,683	$260,448	$293,200	**$1,006,581**
19		Subtotal substitute, extra-duty, benefits costs		**$281,236**	**$367,348**	**$436,573**	**$437,341**	**$1,522,498**
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			**$318,574**	**$514,709**	**$613,087**	**$652,736**	**$2,099,107**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)					
County-district number or vendor ID: **108807**				Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.					
Professional and Contracted Services Requiring Specific Approval					
Expense Item Description		**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total Budgeted across all Years**

	Expense Item Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total Budgeted across all Years**
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$	$	$	$
	a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$	$	$	$
Professional and Contracted Services						
#	**Description of Service and Purpose**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total Budgeted across all Years**
1	Year-long job-embedded coaching for Principal on Transformational School Leadership	$15,000	$15,000	$15,000	$0	**$45,000**
2	PD: The Together Teacher for all staff each year of the grant	$10,000	$10,000	$10,000	$10,000	**$40,000**
3	Contracted Social/Emotional Counselor for Students (CIS or similar) -	$75,000	$75,000	$75,000	$75,000	**$300,000**
4		$	$	$	$	$
5		$	$	$	$	$
6		$	$	$	$	$
7		$	$	$	$	$
8		$	$	$	$	$
9		$	$	$	$	$
10		$	$	$	$	$
	b. Subtotal of professional and contracted services:	$100,000	$100,000	$100,000	$85,000	**$385,000**
	c. Remaining 6200—Professional and contracted services that do not require specific approval:	$49,036	$59,036	$59,036	$59,036	**$226,144**
	(Sum of lines a, b, and c) Grand total	$149,036	$159,036	$159,036	$144,036	**$611,144**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration <u>Administering a Grant</u> page.

DESCRIPTION of C (remaining 6200):
License for writing software; PD for School Climate/Culture Committee (Behavior/Working Styles, Collaboration, Adult Learning, etc.) PD; Writing training for all K-2 teachers (Writer's Workshop, Bill McDonald, etc.) PD: Kagan Training for instructional development PD: Ron Clark professional development experience by observing best practices in action before participating in hands-on workshops "Mini-grants" for Stage 4 and 5 teachers to use for self-directed PD (general budget, to be divided later - estimated as 4 teachers x $1,500 each; Math consultant to work with teachers; Consultant for training on data analysis and implementation

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Schedule #9—Supplies and Materials (6300)									
County-District Number or Vendor ID: **108807**						Amendment number (for amendments only):			
Supplies and Materials Requiring Specific Approval									
Expense Item Description						Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years

		Expense Item Description				Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
63XX	Technology Hardware- not capitalized					$	$	$	$	$
	#	Type	Purpose	Quantity	Unit Cost	$	$	$	$	$
	1	Tablets/iPads (480 in year 1; 10% replacement in years 2-4)	Extended 1:1 learning and writing for students	480	$300	$144,000	$14,400	$14,400	$14,400	$187,200
	2					$	$	$	$	$
	3					$	$	$	$	$
	4					$	$	$	$	$
	5					$	$	$	$	$
63XX	Technology Software- not capitalized					$	$	$	$	$
	Specify type/purpose:					$	$	$	$	$
63XX	Textbooks/Curricular Materials					$	$	$	$	$
	Specify type/ purpose:					$	$	$	$	$
63XX	Supplies and materials to be used as student incentives					$	$	$	$	$
	Specify type/ purpose:					$	$	$	$	$

Supplies and Materials that do not Require Specific Approval						
6300	Supplies and materials that do not require specific approval:		$145,050	$195,050	$245,050	$245,050	$803,200
	Grand total:		$289,050	$209,450	$259,450	$259,450	$1,017,800

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration <u>Administering a Grant</u> page.

Supplies and mateirals detail (6300): Writing: Teacher kits, student materials; Reading: Texas Treasure (state-adopted, STAAR-aligned); Accelerated Reader books, including for summer check-out; Together Teacher and other teacher training materials for annual PD; Supplies and materials for extension of 21st CCLC program in years 2-4 (year 2 will still have 21st CCLC in operation; years 3 and 4 will not); "Mini-grants" of supplies and materials for classrooms as in-kind incentive pay for teachers; up to $250 per IA x 4 x 37 teachers (max); Supplies and materials for grades 3-5 teachers during ETA (differentiated, non DI training); Supplies and materials for parent and community engagement: Student showcases, Family Math Night; Family Reading Night; Family Science Night; etc. (instructional materials, marketing materials/printing/postage, meeting costs, etc.); Supplies for teacher recognition to encourage results, accountability and celebrate success to increase positive staff culture; Supplies for student recognition to celebrate academic growth and improve data-tracking behavior amongst student culture; Supplies for CIS Counselor ($500/month x 11 months)

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Schedule #10—Other Operating Costs (6400)					
County-District Number or Vendor ID: **108807**				Amendment number (for amendments only):	
Expense Item Description	Year 1	Year 2	Year 3	Year 4	**Total Budgeted Across all Years**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form. *Out of state travel for up to 6 staff each year to attend professional educational and/or leadership conferences (assume 4 night stay)*	$7,780	$7,780	$7,780	$7,780	**$31,120**
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$	$	$	$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	$	$	$	$	$
6413	Stipends for non-employees other than those included in 6419	$	$	$	$	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$	$	$	$	$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	$	$	$	$	$
64XX	Advisory council/committee travel or other expenses Specify name and purpose of council: Specify types of costs:	$	$	$	$	$
6495	Cost of membership in civic or community organizations Specify name and purpose of organization: Specify purpose of membership:	$	$	$	$	$
Subtotal other operating costs requiring specific approval:		$	$	$	$	$
Remaining 6400—Other operating costs that do not require specific approval: *In-state travel for 3 staff to attend required TTIPS grant meetings/trainings (assume 2-night stay; RT travel from Rio Grande Valley to Austin)*		$2,620	$2,620	$2,620	$2,620	**$10,480**
Grand total:		**$10,400**	**$10,400**	**$10,400**	**$10,400**	**$41,600**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)							
County-District Number or Vendor ID: 108807					Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6669—Library Books and Media (capitalized and controlled by library)								
1		N/A	N/A	$	$	$	$	$
66XX—Computing Devices, capitalized								
2	Interactive boards	30	$2,000	$60,000	$	$	$	$60,000
3	Projectors for classrooms	30	$2,500	$75,000	$	$	$	$75,000
4			$	$	$	$	$	$
5			$	$	$	$	$	$
6			$	$	$	$	$	$
7			$	$	$	$	$	$
8			$	$	$	$	$	$
66XX—Software, capitalized								
9			$	$	$	$	$	$
10			$	$	$	$	$	$
11			$	$	$	$	$	$
12			$	$	$	$	$	$
13			$	$	$	$	$	$
66XX—Equipment, furniture, or vehicles								
14			$	$	$	$	$	$
15			$	$	$	$	$	$
16			$	$	$	$	$	$
17			$	$	$	$	$	$
18			$	$	$	$	$	$
19			$	$	$	$	$	$
20			$	$	$	$	$	$
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)								
21				$	$	$	$	$
			Grand total:	$135,000	$	$	$	$135,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: **108807**		Amendment # (for amendments only):	

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	700		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	692	98.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	6	0.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	1	0.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	659	94.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment **(ELL)**	325	46.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	24	3.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	403		2015-2016 Campus Report
Disciplinary placements in In-School Suspension	0		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	20		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate **(from 2013-14 as reported on TAPR)**		98.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		NA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		NA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	290	85%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	278	81%	TEA 2016 Accountability Summary Report
ACT and/or SAT- Class of 2015, percent students Tested		NA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		NA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	NA		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	NA		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		NA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: **108807**	Amendment # (for amendments only):

Part 2: Student Demographics- Comments
Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since 2000, IDEA Public Schools has expanded to 51 schools in the Rio Grande Valley, San Antonio, and Austin, serving more than 30,000 students whose demographics reflect the significant need of the region: **District wide,** 30% are English Language Learners, 95% are of Hispanic decent, and 86% qualify for free and reduced meal (FRL) program. This combination of obstacles to success in a rigorous college-preparatory program located in the Rio Grande Valley of Texas seems daunting to many educators and the public at large, but the committed teachers and leaders of IDEA Public Schools welcome the challenge to do what many believe cannot be done: exceed expectations and academic performance without excuse for student background, family educational attainment, or socio-economic level.

The Rio Grande Valley
Chad Richardson, professor of sociology at the University of Texas Pan-American, describes the Rio Grande Valley, where Texas meets Mexico, as a region where "rural meets urban, traditional confronts modern, enormous wealth grinds against abject poverty, and First World meets Third. Here, highly diverse groups mix, mesh, and mash into a kaleidoscope of cultural and social combinations."

The Rio Grande Valley, where IDEA Public Schools was founded and where the school and community of Donna is located, is growing rapidly and is home to some of the poorest counties in the nation. A large number of students live in *colonias* (unincorporated neighborhoods often lacking in basic infrastructure such as paved roads, running water, and electricity), which hinders their ability to study or even get to school. As of August 2015-16, IDEA began running new transportation routes to a nearby *colonia*, Los Indios, due to the increased enrollment in this community

The Community
As one would expect, the education level among adult residents of the Rio Grande Valley community, where Donna is located, is extremely low overall. The proportion of the Hidalgo County population **over the age of 25 with at least a high school degree is 50.5%** as compared to 68.0% for the entire South Texas region and 75.7% for the state (Texas Higher Education Coordinating Board, 2007). In 2014, **one third (33.8%) of Hidalgo County adult residents had less than a 9th grade education, nearly three times the state average** of 11.5%. **Only 30.3%** of Hidalgo County residents **have attended some form of college** or higher, while the state average is 50.8% (Encore study, p.33).

The School
At IDEA Academy Donna **over 94% of all students are economically disadvantaged**, with little or no additional resources for academic assistance or enrichment activities outside of those available during or after school; **over 60% of all students are considered at-risk; almost 47% are English-language learners** (state average is **17.1%**) and **99% of students are Hispanic**—a population historically underserved by public education and underrepresented in higher education. **Targeted interventions are necessary to bring IDEA Academy Donna up to expectations in the district and beyond.**

IDEA Academy Donna is a high-needs campus in a struggling, high-needs community.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: **108807**		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	45.8		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	26.0	56.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	4.1	8.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2.9	6.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	12.8	28.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0.0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	22.8	87.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	2.2	8.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	1.0	3.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	3.9	14.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	17.1	65.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	5.0	19.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	0.0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	0.0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	$30,524		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	$46,535		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	$49,260		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	NA		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	NA		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	6	10.3%	Current HR Report
Staff with Bachelor's degree as highest level attained	49	84.5%	Current HR Report
Staff with Master's degree as highest level attained	3	5.2%	Current HR Report
Staff with Doctoral degree as highest level attained	0	0.0%	Current HR Report

NOTE: For the last 4 lines of the table above, all instructional staff are included (Teachers, Co-teachers, Teacher Fellows, and Teacher Residents, All IDEA Teachers, and most co-teachers have their bachelor's degree. All IDEA Teachers are certified).

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: **108807**	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments
Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<u>Past and Current Challenges</u>
Of the current staff (2016-17), 12 of 26 IDEA Academy Donna teachers in PK-2 are in their first year of teaching (46%), and two of nine teachers in grades 3-5 (22%) are in their first two years of teaching. Overall, 14 of 35 are inexperienced teachers that require the professional development, coaching, and support proposed in this TTIPS application.

The relative inexperience of the IDEA Academy Donna staff, create additional obstacles to the school's ability to exit Focus School status. According to 2014-15 TAPR data cited on the previous page, **14.9% of all IDEA Academy Donna teachers were brand new to teaching and 65.8% had 1-5 years of teaching experience—80.7%, cumulatively**—as compared with 8.5% and 26.1%, respectively (34.6%, cumulatively), across the state of Texas.

Therefore, it is imperative that IDEA provide additional training, development, resources, and assistance to the school leadership team, instructors, and support staff at IDEA Academy Donna to help them overcome these challenges to realize academic results for each student at Donna Academy.

<u>Recent Successes</u>
Regarding school culture, an atmosphere of inconsistency and failure to hold teachers accountable for student success typically ruled at IDEA Academy Donna when the school was placed on the Focus list. The previous principal neither expressed nor demanded high expectations of students and staff, and the quality of teacher support and coaching was low. This lead to staff complacency and contentment with the level of work that resulted in their being named a Focus school. It was clear an underperforming principal with little sense of urgency surrounding student achievement was leading the school. Once that ineffective principal was exited, IDEA leaders made changes to staff in order to find people who were willing to work hard on what was best for students.

Now, the new principal sets expectations and provides the best support she can to help teachers get to these higher standards, given the available tools and resources. Expectations are designed around outcomes for kids, and teachers use tracking tools and structures to monitor daily outcomes. There are now regular morning student assemblies where excellent student results are celebrated and both teachers and students are acknowledged for their "above and beyond" contributions and success. Teachers set their outcomes for the day based on student performance on the previous day's "exit ticket" (a student response system designed to assess students each day and accelerate their achievement). If the data reveals a student has not mastered a daily objective, the teacher reteaches until the students master it. Faculty meetings now focus on professional development and teacher support rather than administrative announcements. Again, excellent teaching is highlighted to recognize high-performers. Now teachers are tracking student results by subpopulation, and the school culture has moved away from inconsistency and toward a solid foundation of focused effort, accountability, and follow-through.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: **108807**									Amendment # (for amendments only):						

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
140	115	114	117	117	120	118	0	0	0	0	0	0	0	841

Part 6: Teachers to Be Served with Grant Funds.
Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3rd, 4th and 5th grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
6	8	7	7	6	7	7	0	0	0	0	0	0	0	48

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Schedule #13—Needs Assessment	
County-district number or vendor ID: **108807**	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.
Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District Process
Each IDEA school carries out an extensive Needs Assessment and Campus Improvement Plan each spring, which is tailored to the unique circumstances of the campus and is used as a guide for budget allocations, program decisions, and managerial strategy. At the district level, IDEA's Executive Team, composed of the CEO, Chief of Schools, Chief Program Officer, Chief Human Assets Officer, Chief Operating Officer, Chief Financial Officer, and Chief Advancement Officer, meets weekly to systematically assess IDEA's district wide and campus-specific needs, set rigorous goals, and measure progress. This information is tracked and becomes part of IDEA Public Schools' District Improvement Plan.

Each year, IDEA updates its **organization-wide goals**, which address its three core priorities: **1) Students Graduate College-ready; 2) Build a Strong and Sustainable Organization; and 3) Achieve Mission at Scale.** This scorecard serves as a public display of actual progress toward 18 different indicators that include student achievement and growth; college acceptance, matriculation, and completion; employee retention; organizational strength; teacher and student attendance; parent/family satisfaction; student enrollment and demographics; and the timely hiring of excellent staff. IDEA also has a Strategic Plan for Growth and Expansion (developed in 2004 and revised/expanded in 2011), weekly reviews of student achievement/mastery of TEKS objectives, four annual Interim Assessment (IA) data points, and a system for disseminating information throughout the organization.

Campus Process
IDEA Academy Donna created its individual improvement plan in May with input and recommendations from the entire faculty. The finished plan was submitted to the VP of schools, who looks for trends and key areas of growth to target in the overall district improvement plan. **IDEA Academy Donna's overarching need as it relates to this TTIPS initiative is to improve student academic achievement in math and reading, and in particular (in order to exit Focus School status), to improve achievement results on reading/math indices at the All Student level.** As over 47% of Donna's students are ELL, **Donna Academy Achieves** will emphasize reading and language arts in the early grades to give students a solid foundation for grades 3-5.

IDEA Academy Donna conducted its 2016 needs assessment process, also used during planning for this TTIPS initiative, and systematically reviewed the following data sources in order to surface all areas of need:

Area	Data Sources Reviewed
Student demographics	PEIMS, AEIS, TAPR
Student achievement in reading	Interim Assessments (IAs), STAAR benchmark and actual exam results, "exit slips" (weekly measures of objective mastery; see)
Student achievement in math	Interim Assessments (IAs), STAAR benchmark and actual exam results, "exit slips" (weekly measures of objective mastery)
Student promotion/retention	Enrollment data (2014-15 through fall 2016)
Student persistence (year over year)	Enrollment data (2014-15 through fall 2016)
Student cohort persistence	Enrollment data (2014-15 through fall 2016)
Instructional materials	Available inventory—including books, kits, teacher materials, textbooks, etc.
Electronic resources	Available subscriptions, programs, and electronic supplements to instructional materials
Instructional technology	Technology equipment available to teachers and students
Teacher Quality	Teacher qualifications; GET rubric (IDEA's rigorous teacher evaluation system) scores/teacher observation and evaluation data; scores on high-stakes, statewide tests; student feedback; and parent feedback
Teacher Retention	Instructional staffing data (2014-15 and 2015-16) and updated projections
Organizational health	Organization-wide 13 question Gallup-survey gauges employee satisfaction; Teacher, parent, and student surveys (2012-13; 2013-14 will be analyzed upon completion June 2014; compared with January 2014 and 2013 results).

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: **108807**	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

☒ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a K-5 campus already operated by a charter management organization (CMO), IDEA Academy Donna eliminated the Texas State-Design (Early College High School), Restart, and Closure models from consideration. Of the remaining choices, **the Transformation model was a best-fit option** to support improved achievement in its Academy (PK-5 or elementary-level) campus. The rationale included the following considerations:

- District academic leaders believe in providing a high-quality learning environment for children at all grade levels;
- The population of economically disadvantaged students at IDEA Academy Donna is significant (over 94%), and the majority of these students require additional instruction and an early start to catch up academically;
- The school has a new Principal who assumed the role for the 2016-17 school year, so further replacement was not necessary;
- District and campus leaders agree that additional opportunities for extended learning time after school and in the summer, coupled with stong parent involvement, will provide students with the extra support they need to be reading on grade level by grade 3 or sooner; and
- The opportunity to avail IDEA Academy Donna's students of the resources and support provided by TTIPS under this the Transformation model were attractive and met several campus/student/parent/family needs.

Funding from this TTIPS grant initiative will allow IDEA Public Schools to add a much needed academic supports for IDEA's high-needs student population and provide additional resources for teacher training and support.

As the new Principal at IDEA Academy Donna is already philosophically aligned with the Transformation model components, choosing this model and building a four-year program around its tenets was a natural fit.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: **108807**	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IDEA Public Schools places a high value on soliciting and incorporating the input and feedback from a wide variety of stakeholders regarding important initiatives and systems. This is true for the **Guideposts of Excellent Teaching (GET) teacher evaluation program** and the **Teacher Career Pathway (TCP) recognition, reward, retention, and support system** (see page 40)—two system-wide processes which were both developed with stakeholder input and feedback—and it is equally true for this proposed TTIPS project to be implemented at IDEA Academy Donna.

During the planning phase and narrative development for Donna Academy Achieves, IDEA involved staff from Development/Grants, Human Assets, Data, Academics, Finance and Operations; teachers from the campus team; and parents of IDEA students by soliciting their input on project design and budget development. The planning team presented multiple versions of the budget to district and school leadership for input and approval. IDEA Academy Donna leaders also consulted IDEA's Superintendent to ensure that the focus of staffing and professional development supports the plan for IDEA Academy Donna to exit Focus School status as quickly as possible. Finally, Development/Grants and the Finance department staff ensured that no element of this proposal is in conflict with or duplicates the efforts of any other federal, state, or local initiative (grant-funded or otherwise).

Members of the IDEA Academy Donna learning community were invited to give feedback and input as follows:

Stakeholder Group	Methods for Seeking/Receiving Input and Feedback
School Leadership Team (SLT)	• Conference calls with district improvement staff and other leaders • Meetings with all SLT members present • Data-reflection conversations to create the School Improvement plan
Instructional and Support Staff	• Phone conference and email • Beginning of year planning meetings • Committee created, by application process, to develop the school vision for the 2016-17 year and committee members lead PD sessions to roll out the initiatives set forth in the vision
Student Families and Community Members	• Informal surveys and emails • Parent orientation for each grade level to prepare and educate parents on the new year and vision • Welcome to IDEA event for new kinder families

As a result of stakeholder input gathered via these methods, **the TTIPS planning committee voted unanimously to choose the Transformation Model** on which to build Donna's TTIPS grant program.

During the grant funding period, IDEA Public Schools will continue to **solicit ongoing stakeholder input** and **disseminate project** results through the following structures:

Stakeholder Group	Methods for Seeking/Receiving Input and Feedback and Dissemination Channels
School Leadership Team (SLT)	Weekly meetings with district improvement staff and other leaders; Weekly meetings with school-based SLT; Quarterly step-back meetings to reflect on progress toward goals and plan forward to meet the school goals
Instructional and Support Staff	Faculty and department meetings (by content and/or grade); Grade-level leaders committee to review culture and academic data. Committee then cascades determined school priorities to their staff. Action plan created every 2 weeks to address needs.
Student Families and Community Members	Planning meetings, and other events; Open House/Family Engagement Nights; Informal, small-group and one-on-one meetings with parents and community members; Electronic and print newsletters (English and Spanish)

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Schedule #14—Management Plan	
County-district number or vendor ID: **108807**	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	**District Coordinator of School Improvement** (required)	Oversee project implementation and ensure all aspects are on track and students are progressing; approve professional development (PD); facilitate PD as needed/required; serve on the Project Management Team; serve as liaison from the school to the district/Executive Team; provide other support to school, leadership team, and teachers as appropriate; Bilingual	24 years in public education (20 years in the Rio Grande Valley) as a teacher, assistant principal, curriculum facilitator, and principal. Bachelor's in Bilingual Education; Master's as a Reading Specialist; Principal Certification.
2.	**Principal**	Oversee project coordination at the campus level; ensure all TTIPS initiatives are efficiently coordinated with existing and future programs and funding sources; ensure all grant objectives are met on time and within budget; communicate with IDEA Senior Leadership Team to facilitate grant operations	10 years' experience in public education (all in the Rio Grande Valley—5 at IDEA Public Schools), including 7 years as an elementary teacher and 3 years as assistant principal. Bachelor's in Business Adminstration/ Informaiton Systems; Master's in Educational Leadership.
3.	**Project Coordinator** *To be hired/ designated*	Manage day-to-day activities of **Donna Academy Achieves**; lead Project Management Team; attend all training for Project Coordinators; manage budget; facilitate grant operation and implementation; gather project data, complete evaluation reports. and communicate with TEA regarding progress toward goals.	At least 3 years of exemplary full-time teaching experience; proven track record of personally achieving success and leading others; teacher leadership or other administrative experience preferred; Bachelor's degree in Education. Experience managing or coordinating large, multi-year projects preferred.
4.	**Critical Student Inteventionist (CSI), PK-2** *To be hired*	Support grades PK-2. (Campus already has a CSI for grades 3-5.) Sets ambitious goals for student achievement and invest students and families in accomplishing them; creates a powerful learning environment; plan and deliver purposeful, rigorous instruction; assess for mastery and track student progress toward goals; analyze data to intervene and adjust instruction; and seek excellence as an educator and an IDEA team member.	Bachelor's degree. Proven track record of success (as a teacher, in another job, or in extracurricular activities as a student) Full-time teaching experience preferred
5.			
6.			

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Schedule #14—Management Plan (cont.)			
County-district number or vendor ID: **108807**		Amendment # (for amendments only):	

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	**Mentor/coach for new principal**	Support growth and development of the campus Principal; advise on workload balance, task delegation, and the streamlining of school policies and procedures; identify additional PD opportunities for the Principal; advise on successful implementation of academic and operational initiatives; support Principal's evaluation process and exiting of under-performing teachers (in accordance with district procedures)	Previous exemplary public school teaching and leadership experience required; demonstrated ability to lead others to success and achievement of rigorous standards; previous experience coaching leaders to measurably improve student achievement results; Master's degree in Education, Educational Leadership, and/or Curriculum required.
2.	**External Organizational Consultant**	Provide training on simple beliefs, basic skills, concrete tools, and consistent habits that help prioritize and get it all done	Maia Heyck-Merlin, et al. from The Together Teacher; https://www.thetogetherteacher.com/about
3.	**Writing instructional Consultant**	Conduct writing workshops and seminars for teachers; demonstrate/ model lessons with students while teachers observe	Bill MacDonald (May the Fours be with You and The Write Prescription) http://thewriteprescription.blogspot.com/
4.	**Math Instructional Consultant**	Conduct math workshops and seminars for teachers; demonstrate/ model lessons with students while teachers observe	Cindy Mitchell, experienced educator and curriculum/instructional coach and trainer
5.	**Expert Instructional Consultants**	Conduct specialized, targeted coaching and support **with a special focus on improving instruction for ELL students.** Plans and expectations for professional development will be vetted and approved by the DCSI in accordance with IDEA's policies for ensuring high-quality training.	Previous exemplary public school teaching experience with demonstrated record of success required; previous experience coaching teachers to improve efficiency and efficacy required; Bachelor's degree in Education required; Master's degree in Education or Educational Leadership preferred http://www.kaganonline.com/workshops/ http://www.ronclarkacademy.com/educators
6.	**Communities in Schools Site Coordinator** *To be contracted*	Coordinate the provision of social services within the school setting providing professional, accessible services to at-risk students and families	BA in social work, counseling, psychology or related field; Master's preferred; experience w/at-risk populations; bilingual preferred; www.communitiesinschools.org/
7.			

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: **108807**	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In addition to the TTIPS-specific bonus structure described below, IDEA Public Schools maintains two key initiatives to encourage commitment and retention at IDEA campuses and within the district: the **Teacher Career Pathway** and the **Principal in Residence (PIR) Program.**

Teacher Career Pathway (TCP) is a differentiated reward, recognition, and retention program for teachers at IDEA Public Schools. The TCP program synthesizes multiple components of a teacher's performance in order to place him or her on a five-tier pathway. Each level on this pathway has its own set of supports, rewards, and recognitions. Pathway evaluations and placements are conducted annually by managers on behalf of all teachers. In addition to many other features and aspects, TCP includes **retention bonuses** that build over time for High-Performing, Advanced and Master Teachers. **The goal of the program is to value, retain, and support the development of IDEA teachers.** Full implementation of TCP is occurring this year, and will continue to be improved upon to stay relevant and meet teacher needs through a committee created to provide ongoing feedback. The TCP intends to inspire and motivate teachers to grow in their practice and stay with IDEA. By offering bonuses, recognition, and a place to grow as an educator, the TCP will help keep IDEA teachers fulfilled and in the classroom. **Funding for the TCP is separate and distinct from TTIPS funding. TTIPS will supplement, not supplant, teacher retention efforts at IDEA Academy Donna.**

The **Principal in Residence (PIR) Program** is key to becoming an effective IDEA principal. PIR is an intensive one- to three-year learning experience that allows participants to develop the most critical principal knowledge, skills, and mindsets from IDEA's most successful school leaders as well as best practices from highly effective school leaders from around the country. Participants are primarily recruited from the pool of IDEA's Assistant Principals of Instruction. **PIR is IDEA's proven internal system for school leadership succession, which will enable its campuses to deliver continuous high-quality programming should there be changes in school leadership at the highest level.**

In addition to these two district-wide initiatives, IDEA Academy Donna has structured a **TTIPS-specific reward program** to incentivize the school leaders, teacher leaders, teachers, and support staff to improve student achievement and school climate as proposed here. The program features the following incentives (also reflected in the project budget):

Recipient/Staff Type	Goal/Objective to be Met (Annual Targets to be set with assistance from Program Officer during pre-implementation period)	Amount of Bonus/ Incentive Pay
School Principal	1) Maintain/improve TEA rating; 2) Achieve Campus Persistence goal; 3) Increase the number of students reading on grade level	up to $30k/year, determined as a % of base salary
Assistant Principals of Instruction (API) and/or Principal in Residence (PIR)	1) Maintain/improve TEA rating; 2) Achieve student growth/achievement goals as measured by Direct Instruction (DI)	up to $7k/ yr / API, determined as a % of base salary
Assistant Principal of Operations (APO)	1) Meet campus enrollment goal by the 3rd day of school; 2) Maintain average daily attendance goal of 97.5%; 3) Achieve Campus Persistence goal (93% for 2015-16);	up to $7k/yr, determined as a % of base salary
Academic Counselor (AC) and Communities in Schools Site Coordinator	1) Maintain/improve TEA rating; 2) Achieve Campus Persistence goal;	up to $5.5k/yr, determined as a % of base salary
Teachers in tested grades (3-5)	1) ≥90% of enrolled students pass STAAR for their content area	$2,000 each teacher, 3-5
All instructional staff	1) School meets all applicable TEA distinction designations	$2,000 each staff
Operational/support staff (Facilities, custodians, cafeteria, operations, bus)	1) School meets all applicable TEA distinction designations	$500 each staff

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: **108807**	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Without TTIPS funding, the depth and intensity of interventions, resource deployment, and program solutions for Donna Academy Achieves will not be possible.

Components of this TTIPS program that will bring lasting change to campus culture and practices that shall be sustained after the grant period ends include **whole-staff professional development** (The Together Teacher, Teach Like a Champion, math and writing training, etc.); **materials for parent involvement and training**; and **1:1 technology devices** for extending learning beyond school time. These short-term or one-time investments will have a lasting impact through train-the-trainer formats and foundational knowledge teachers will build and be supported to maintain and expand. Additional technology and software will be supported at a lower cost after TTIPS funding has ended.

In the unlikely event that IDEA Academy Donna should fail to achieve the measures necessary to exit Focus Schools status by 7/31/2020, IDEA will identify resources to sustain this TTIPS program beyond the initial funding period and promises to maintain accurate, up-to-date records of grant activities and expenditures; file accurate interim and final reports in a timely manner; fully account for progress toward each program objective and performance target; coordinate grant funding with other federal, state, and local/ADA funding to maximize program effectiveness and student achievement; and share details of its model and the results of its program with others.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: **108807**	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IDEA Public Schools and IDEA Academy Donna are committed to the efficient, streamlined integration of existing and future initiatives to improve student achievement. Development of Donna's Texas Accountability Intervention System (TAIS) school improvement plan laid the foundation for this TTIPS initiative and established the following challenging, yet attainable, performance measures, which IDEA will continue to strive toward during the TTIPS funding period:

Goal/Performance Measure (Each relates to all 4 TEA Indexes.)
1. Student Assessment results will be 90% at Level II and 30% Level III in all content areas. (CSFs: 1-6)
2. 90% of all grade levels will be rated proficient on IDEA Academy Donna's culture rubric. (CSFs: 1-3 and 7)
3. 85% of 1st-2 students are on/above grade level in reading/ language/ math. (CSFs 1-2 and 5-7)
4. 90% of PK-2 students are on/above grade level in reading/language/math

These performance measures related to the root causes identified in the school improvement planning process and referenced on **Schedule #13, Part 1: Process Description.** For each performance measure, IDEA Academy Donna has set quarterly milestones to track their progress toward achieving each goal. Once these goals are achieved, the school will be back on track and at par or exceeding the performance of other high-quality IDEA schools, outperforming regional peer schools and state averages. Additionally, IDEA Public Schools maintains **CMO-wide goals** regarding student achievement and growth, staffing and teacher retention, year-over-year student persistence, and organizational strength/health for all schools and the CMO as a whole. The CMO-wide goals impact the evaluations of school leaders and instructional staff. Further, the **Donna Academy Achieves** bonus pay structure has goals specific to staff role and responsibilities (**Schedule #14, Part 3**).

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Both formative and summative evaluations of **Donna Academy Achieves** will be based on multiple qualitative and quantitative measures.

- **Student achievement** data is gathered **weekly** through Illuminate-scored exit tickets, tracked by teachers, as well as through Interim Assessments, progress reports, quarterly report cards, benchmark STAAR exams, and annual STAAR results.
- **Teacher retention** data is monitored on a weekly basis at the school and district level but is officially reported **annually** as year-over-year retention, which is more rigorously than most schools and districts, which typically report it from Fall to Spring (within the year) IDEA believes it is important to run a school where teachers want to return and continue in their classroom;
- **Numbers of teachers trained/served**, as well as feedback on the perceived effectiveness of each training provided will be monitored **monthly** as **Donna Academy Achieves** program activities and trainings occur (qualitative data will be obtained through participant surveys; quantitative/impact data will be obtained, in part, through monitoring student achievement following the training provided); and
- **Teacher satisfaction (as a component of school climate/organizational health)** will be monitored anecdotally **each semester** but will be officially recorded and reported as a result of the **annual** organizational health survey of all staff and by follow-up surveys on teacher satisfaction with the Teacher Career Pathway (TCP). (Parents and students will also be asked to participate in organizational health surveys annually.)

In the **day-to-day operations** of this TTIPS program (and in addition to weekly Project Management Team meetings), representatives from school leadership and teaching faculty will meet periodically to share progress towards goals and participate in feedback protocols about each component of **Donna Academy Achieves.** During these meetings goals and metrics will be collected and reestablished for future meetings. IDEA Academy Donna leaders will also consult with IDEA's Director of Individualized Learning (re: intervention program enhancements); the Director of Marketing and Communication (re: parent/community communication); representatives of District elementary programming (re: creating and evaluating student achievement metrics, refining curriculum and coaching teachers on implementation); the Director of Data and Analysis (re: building data models); and the Chief Advancement Officer (re: coordinating funding from multiple sources to ensure efficient operations of this project, eliminate duplication of effort, and ensure supplement-not-supplant). Relevant metrics will be presented to the district's senior leadership team, including the District Coordinator of School Improvement (DCSI), on a weekly basis.

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Schedule #15—Project Evaluation (cont.)	
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Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

At the campus level, the **Donna Academy Achieves Project Management Team** (PMT) will consist of the DCSI, Principal, Assistant Principal of Instruction, TTIPS Project Coordinator, Critical Intervention Specialists (PK-2 and 3-5), and one additional Donna teacher. This team will meet **at least bi-weekly** throughout the program implementation period to identify specific project needs, strategies, challenges, and solutions; communicate about program activities, staffing, training opportunities; monitor and adjust program activities as determined by data-indicated need; and act swiftly to immediately correct any problems with project delivery, and monitor and adjust program activities as determined by data-indicated need. The **Project Coordinator** will document program changes electronically and will document project updates via email, phone calls, and in person weekly throughout the project period in order to ensure campus-wide support for the project, coordinate funding, and plan for project sustainability; and ensure program compliance and financial management/reporting. In addition to weekly parent newsletters in English and Spanish, quarterly reports will be made publicly available to the larger school community in both written and electronic format. **At least quarterly** throughout the project period, the PMT will review participant feedback (satisfaction surveys, teacher training evaluations and feedback, etc.) and other program data as appropriate (in keeping with all applicable privacy laws and policies), advise project staff on program adjustment, and generally represent the voice of all stakeholders throughout the funding period. The DCSI, as supported by the district's Director of Staff Progression and Director of Research and Analysis, will work with the Project Coordinator to review and interpret project data, complete all project reports, and advise project staff on managing the project from a data-driven perspective.

The IDEA Academy Donna Principal, Assistant Principal of Instruction, IDEA's Regional VP of Schools (Rio Grande Valley), and Instructional Specialists will continue to deploy the full range of teacher evaluation processes and tools in the three-part Staff Development Cycle (goal-setting, review/reflection, assessment), providing feedback on teacher quality to the Project Management Team. Additionally, IDEA Academy Donna will continue to participate in quarterly Interim Assessments (IAs), which provide standardized, objective-level student achievement data that teachers and staff use as a measure of teacher quality and effectiveness (and their related needs for professional development), which the district analyzes by subject, grade, school, region, and across IDEA as a whole. The Principal will also continue to facilitate collection and incorporation of student and parent surveys, classroom observation data, teacher peer observation reports and teacher performance reflections from the staff development cycle.

The IDEA Academy Donna Principal and Assistant Principal of Instruction (API) engage in **weekly data conversations with teachers.** In grades PK-2, data collection and review takes place weekly with the Direct Instruction (DI) program. Students are then potentially regrouped for instruction based on academic need as supported by this data. Similarly, with teachers of students in grades 3-5, the teacher and Principal sit down for a "data conversation" that focuses on specific students, the next steps that the teacher will take in their instructional practice, and which specific objectives are to be retaught and when. IDEA also conducts meeting with parents of struggling students in order to create a home-school plan to help them get caught up.

At the district level, IDEA Public Schools employs weekly **Executive Team meetings to review weekly data points** aligned to IDEA's annual goals around student achievement, attendance, persistence, and teacher retention. Each senior leader reports on progress toward these goals and in this way monitors and manages the organization's overall academic, support services, financial, and facility's needs. Meetings will continue throughout the project period and will include reports from the **Donna Academy Achieves** Project Coordinator/Project Management Team as well as from IDEA's district-wide Grant Management Team as appropriate to ensure program compliance and necessary adjustments made in a timely manner. Each grant manager receives weekly support and assistance with reporting, purchasing, and any amendments as the need for them arises.

A specific example of how district-level data review has led to instructional change involves senior leadership team review of Interim Assessment data for students in grades 3-5. When weekly reviews showed students were not improving at an on-track rate to meet IDEA's instructional goals, the team modified the curriculum, moving away from Direct Instruction at these grades mid-year (January 2014) and toward a curriculum that aligned directly with the STAAR examination. Teachers were trained on the new approach and were supported in the field by 1:1 coaching with district-wide consultants.

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Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IDEA Public Schools has 16 years of experience recruiting, selecting, and providing oversight to external consultants and service providers to ensure their quality. Examples include hiring high-quality project planning and program design consultants (pre-application) and external evaluators (post-award) for the **2010 Investing in Innovation (i3) grant**; working with the **National Math and Science Initiative** (NMSI, based in Dallas, https://www.nms.org/); our ongoing relationship with the **National Institute for Direct Instruction** (NIFDI, http://www.nifdi.org/), which includes annual training for teachers in PK-5 (with an emphasis on PK-2); **Kagan Learning** (http://www.kaganonline.com); **Reasoning Mind** (http://reasoningmind.org/); and **Relay Graduate School of Education's** National Principal Academy Fellowship (http://www.relay.edu/programs/national-principals-academy-fellowship/overview).

For all external consultants, IDEA employs the following general process:
- Seek referrals from trusted sources, including Executive staff and other high-performing charter schools and/or districts/LEAs;
- Obtain a resume/CV from the consultant being considered;
- Conduct extensive interviews (by phone and/or in person if available) to determine best-fit;
- Obtain testimonials and input from the consultant's previous clients as appropriate;
- Obtain evidence of consultant's prior success on similar projects with a focus on evidence-based approaches;
- Conduct background check as appropriate/necessary; and
- Ensure ongoing communication with the consultant and between consultant and IDEA staff during the contract period to monitor quality of service.

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Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The first step in ensuring external service provider quality and success in meeting project deliverables is to create a detailed Memorandum of Understanding (MOU) or Service Delivery Agreement (SDA) between IDEA and the external service provider to be contracted.

Upon funding, IDEA will meet with the external provider to work on a project plan that includes:
- Gathering baseline data to evaluate impact;
- Setting milestones to stay on track for implementation and feedback loops;
- Identification of roles and responsibilities; and
- Scheduling ongoing check-ins to assess progress.

IDEA's District Coordinator for School improvement (DCSI) will oversee implementation of this TTIPS grant program through direct supervision of the IDEA Academy Donna Principal and Assistant Principal for Instruction (API). The API will serve as the Project Coordinator for **Donna Academy Achieves** and will oversee the activities of the staff to be hired with grant funds as well ensure effective coordination of external service providers and timely accomplishment of their agreed-upon deliverables.

At the district level, IDEA's Business Office, as managed by the Chief Financial Officer, also reviews external service provider performance in accordance with IDEA's procurement policy.

The Project Management Team will make adjustments to program components (which may or may not directly impact external provider contracts) after careful consideration of input and teacher feedback collected from surveys and other supporting data.

With the project plan and Donna Academy Achieves metrics to measure progress toward implementation, IDEA will be able to have constructive conversations about the timeliness and effectiveness of the providers' service. If deadlines continue to be missed and results are not improving, after rounds of feedback, the contract and agreement between IDEA and the provider will be broken.

Please also see page 25 for additional information on data sources IDEA reviews on a regular basis, which will be used, in part, to determine the effectiveness of external service providers and their impact on student achievement and school climate.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Identify/hire/designate site-based Project Coordinator; Project Management Team attends TTIPS grant training as required/scheduled;
2.	Review purpose, goals, objectives, activities, and proposed calendar of TTIPS grant with stakeholders (staff, students, parents) in various formats as appropriate (grade-level and/or faculty meetings; parent involvement nights; newsletters; etc.);
3.	Review budget items and integrate the schedule of major grant activities/events – including project management team meetings – with school/region/district calendar;
4.	Contract with job-embedded coach/support for principal;
5.	Align grant project activities with other national/state/local initiatives, such as IDEA's 21st Century Community Learning Centers grant, EEIP, etc.;
6.	Update needs assessment with new demographics, latest academic results from fall benchmarks and interim assessments, and learning community/organizational health survey data;
7.	Contract with professional development (PD) service providers as indicated in budget; secure MOU/SDA; update annually; research and determine rollout of each program; conduct training for teachers as appropriate;
8.	Contract with Communities in Schools, match CIS Site Coordinator to campus and hire/onboard this contracted position;
9.	Work with Assistant Principal of Instruction (API) to identify/purchase instructional materials;
10.	Purchase technology as indicated in budget; work with IT support to include device set-up and maintenance into existing tech plan; work with teachers on plan for integrating new devices into the curriculum;
11.	Begin recruiting for the PK-2 Critical Student Interventionist; hire by 6/30/2017; begin onboarding by 7/15/17;
12.	Finalize details of bonus/incentive pay plan if needed; align bonus pay plan with IDEA's Teacher Career Pathway as needed; communicate details to IDEA Academy Donna staff for clarity/transparency;
13.	Identify and send selected teachers to regional and/or national conferences and workshops;
14.	Identify school-based team to attend and participate in local, state, and national conferences; arrange travel
15.	Ensure methods for feedback collection (qualitative and quantitative) are established and ready to gather accurate data;
16.	Integrate/align aspects of TTIPS grant plan into IDEA's existing 4 x 4 Staff Development Cycle (rigorous teacher goal-setting, review, reflection, and assessment process); and
17.	Report pre-implementation progress and program updates to IDEA Academy Donna learning community and TEA.
18.	
19.	
20.	

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing, existing efforts that are similar, related to, or otherwise supplement TTIPS funding for **Donna Academy Achieves** are listed below with corresponding goals. The IDEA Grants Manager consults with schools on the coordination and integration of related efforts to realize efficiencies and streamline operations of each related effort/initiative and share best practices in grant management and accountability expectations by create a Professional Learning Community for grant project directors throughout IDEA.

21st CCLC – Four years; in Year 3
- *Goal:* IDEA Public Schools offers high quality extended-day, Saturday school, and summer school programs that include both academic and enrichment activities;
- Funds 12 hours per week of after school and Saturday academic and enrichment activities, plus 6 weeks of summer school aimed at increasing instructional time primarily for students with the lowest achievement—for 10 IDEA campuses;

Title I (School wide-NCLB) – Ongoing, in Year 2
- *Goals:* 1) Improve Academic Performance of All Students; 2) Improve Community Engagement; 3) Allow for Innovation in Intervention

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Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	**Sylvia Verdooren**
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	**06/30/2016**

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Statutory Requirement 6: Rural LEA Flexibility
Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the *option* to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.
Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	**N/A – IDEA Academy Donna is not located in a rural district.**
Description of the modification:	**N/A**
How intent of the original element remains/will be met:	**N/A**

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	The Teacher Career Pathway (TCP) is the way in which IDEA evaluates and promotes its teachers. The following four areas determine teachers' placement on the TCP: 1. **Student achievement data (50%)** is heavily weighted because its of its great impact on IDEA students' future options. <u>Student achievement is measured differently for each course based on available international, national, state, and local assessments; within each subject, IDEA has set a student growth measurement as a portion of the overall student achievement measurement.</u> Rubrics for each grade level and content area are published in the Teacher Career Pathway handbook. Courses without an end-of-year assessment have a unique treatment. A key measure of teacher quality is student results on standardized tests (STAAR/EOC exams), but *every* IDEA teacher—from PE to Art to Algebra—has quantifiable student achievement goals, inclusive of student growth goals, that are reviewed during this summative evaluation session. **For principals,** IDEA uses their mastery of the School Leadership Levers rubric (based on Paul Bambrick-Santoyo's book, *Leverage Leadership: A practical guide to building exceptional schools,*) and tracks **student growth** for each school through the results on Index 2, STAR Reading scores (for K-2) and Interim Assessments (for 3-5), which are given 4 times a year; 2. The **Guideposts for Excellent Teaching (GET) Rubric scores (35%)** for the TCP are the same ones a teacher receives during the annual performance review (APR) with his or her manager; 3. **Student and family survey responses (5% each, 10% total)** allow composite scores to include the perspective of IDEA's most important stakeholder groups; and Staff members are also evaluated against IDEA's six core values (work ethic, attitudes, commitment to IDEA's mission, ability to cooperate and collaborate with others, and overall professionalism). The metric for core values ratings comes from **managers' ratings on Guidepost 6 (Core Values) (5%)** during the Annual Performance Review.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	IDEA's philosophy is that **principals are instructional leaders who coach and develop the teachers and lead team members** at their school to achieve ambitious goals with students. Each teacher is assigned to a campus-based instructional coach (or manager)—usually the Principal or Assistant Principal of Instruction (API). Most campus leaders and teacher leaders are assigned to no more than 1/3 of the teachers (max ratio: 1:15), which allows the instructional coaches to spend significant time observing and coaching their teachers. IDEA expects teachers to interact with their coaches **twice each month** in a meaningful way, which might include a walkthrough, extended observation, or a conversation about data.
Describe how the evaluation system was developed with teacher and principal involvement:	IDEA has created its premier performance management and evaluation system (GET) based on input from all stakeholders and supported by the research of the Measures of Effective Teaching study. After analyzing a variety of evaluation and coaching tools through an advisory committee and running **focus groups and surveys with teachers and campus leaders,** IDEA decided to use and improve the GET tool with some significant modifications. Changes included the addition of strands around professionalism and working with the socio-emotional needs of students, verbiage in the document, and improved alignment between each indicator. The other changes include a column of coaching/self reflection questions for each strand as well as video and other resources that are available for teachers and coaches online. All of these changes rolled out in the 2013-2014 school year with an extensive train the trainer PD session for all managers of teachers. This included norming around using the GET rubric and a certification test before being able to conduct end of year annual performance reviews. This is increasing the accuracy of quantitative measures and quality of qualitative measures of teacher efficacy.

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Statutory Requirement 8: Educator Reward and Removal
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	**As detailed in the table on page 30,** the **Donna Academy Achieves** TTIPS reward program includes the following incentives, all calculated as a % of the individual's base salary for each goal met: 1) **School Principal** has goals around the TEA rating, campus persistence, and increasing students on grade level; 2); the **Assistant Principals for Instruction** have goals around the TEA rating and student growth/achievement 3); the **Assistant Principal of Operations** has goals around campus enrollment, avg. daily attendance, and campus persistence 4); the **Academic Counselor** has goals around the TEA rating and campus persistence Flat-rate incentives are also incorporated to reward 5); teachers in grades 3-5 having 90% of their students pass STAAR for their content area ($2,000 each teacher) 6) **all instructional staff** are rewarded if the school meets all applicable TEA distinction designations ($2,000 each staff); and 7) **operational support staff** will receive $500 if the school meets the TEA distinction designations.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	IDEA's Teacher Career Pathway places all teachers along a five-level continuum of performance: 1) Welcome to IDEA Teacher; 2) Emerging IDEA Teacher; 3) High-performing IDEA Teacher; 4) Advanced High-performing IDEA Teacher; and 5) Master IDEA Teacher. A teacher's pathway placement is determined each year and is based on a balanced scorecard for teacher evaluation. **Teachers at the first two pathway levels receive prescriptive, individual professional development (PD) to support their improvement towards higher levels.** TCP placements are meant to reflect consistency over time rather than yearly fluctuations. Thus, teachers who receive a lower rating than they did the previous year enter a "hold year," during which teachers retain their current rating (in other words, they will not drop a level) and have the year to bring their performance levels up. They are also given additional professional support during this time, including extra coaching, a specific improvement plan, and other opportunities for bettering their practice. Content- and pedagogy-based PD is offered throughout the year based on pressing needs. In addition, Donna will supplement with TTIPS-specific PD for its teachers, based on the need identified in the school improvement planning process and in preparation for the TTIPS proposal.
Describe the criteria established for educator removal:	GET- defines acceptable teaching and interim performance measures from student performance. These tools along with the annual performance review meetings (3x a year) are used to evaluate and coach a teacher. If IDEA sees that the teacher continues to lag in their evaluations, a Performance Improvement Plan is created with the teacher that outlines specific milestones the teacher needs to demonstrate over 4-6 weeks. If no growth is seen in this time, then the teacher is exited. This process follows for all employees who are not performing at the level of their peers and not showing improvement. Principals are placed on a performance improvement plan (PIP) as needed and are exited if performance does not improve in a timely manner. The process is similar to that for teachers, and the evaluation tools utilized include achievement of the school goals, organizational health results and performance as measured by the School Leadership Levers (rubric like the GET but specific to assessing skills a strong school leader needs to demonstrate). Trends are looked at for all these metrics so it is not a frozen snapshot in time but a clearer picture of the progress (or lack) that is occurring at the school under the principal's leadership.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

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Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:	N/A

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Statutory Requirement 12: Developing an Early College school-wide strategy (continued)
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

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Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.	N/A
Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program. If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.	N/A

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Statutory Requirement 14: High-quality preschool programming (continued)

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	N/A
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	N/A

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Statutory Requirement 15: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Statutory Requirement 16: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<div align="center">N/A</div>

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Statutory Requirement 17: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications.	N/A

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Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 19: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve the instructional program* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve the instructional program.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve the Instructional Program*

Planned Intervention		Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Professional development (PD) for teachers in reading, writing, math, instructional organization, and data review/analysis	Budget items at left will improve the instructional program by increasing teacher capacity in their assigned subject/grade, increase instructional and classroom operational efficiencies, and help teachers use data to drive individualized instruction for students, especially ELL.
2.	Hire 1 Critical Student Interventionist to provide reading and math interventions for students in grades PK-2, thereby improving student achievement.	The CSI position will improve the instructional program by adding a specialized staff role to intervene when students (include ELLs) are in danger of falling behind and/or to accelerate their achievement when they enroll at IDEA with academic deficits.
3.	Hire 1 Communities in Schools Site Coordinator	The CISSC will support students' social and emotional health and well-being, providing counseling to students and families, and referring students and families to community resources and social services agencies, freeing teachers to focus on instruction and helping students be mentally and physically prepared for classroom success.
4.	Supply technology for student access to online, personalized instructional resources; provide additional instructional materials to enrich classroom instruction and increase student engagement	Budget items at left will improve the instructional program as described.
5.	Reward teachers for student academic growth	Student academic growth is a measurable outcome of an improved instructional program. By implementing all components of this TTIPS proposal, student achievement will increase, and teachers will be rewarded with a structured bonus program. See page 30 for detail.

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TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase teacher quality* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase teacher quality*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*	
Planned Intervention		**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Provide PD for teachers in reading, writing, and math and organization/efficiency (The Together Teacher, Teach Like a Champion, etc.) and differentiated instruction; provide expert Instructional consultants	Budget items at left will increase teacher quality by increasing teacher capacity in their assigned subject/grade and increasing instructional and classroom operational efficiencies.
2.	Hire 1 Critical Student Interventionist to provide reading and math interventions for students in grades PK-2.	Hiring this additional specialized staff member will increase overall teacher quality in grades PK-2 at IDEA Academy Donna.
3.	Reward teachers for progression along the Teacher Career Pathway as they improve student achievement.	Student academic growth is a measurable outcome of an improved instructional program and an increase in teacher quality. By implementing all components of this TTIPS proposal, teacher quality and student achievement will increase, and teachers will be rewarded with a structured bonus program. See page 30 for detail.
4.		
5.		

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TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase leadership effectiveness* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase leadership effectiveness*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Leadership Effectiveness*

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Provide year-long, job-embedded coaching for Principal	The sole purpose of 1:1 coaching for the school leader is to increase leadership effectiveness.
2.	Focus on IDEA's School Leadership Levers and Leadership Competencies	No grant cost to TTIPS. This is an internal focus area that will increase leadership effectiveness at IDEA Academy Donna.
3.	District Coordinator for School Improvement (DCIS) supports teachers and school leader	No grant cost to TTIPS. This is an internal focus area that will increase leadership effectiveness at IDEA Academy Donna.
4.	PD for the School Leadership Team on topics appropriate to role and responsibilitie	Budget items at left include travel for school and teacher leaders to attend state, regional, and national conferences, workshops, and trainings that increase leadership effectiveness.
5.	Reward School Leadership Team (SLT) for student academic growth	Student academic growth is a measurable outcome of an improved instructional program and an increase in teacher quality, both of which are supported by increased leadership effectiveness. By implementing all components of this TTIPS proposal, all of these areas will improve/increase, and the SLT will be rewarded with a structured bonus program. See page 30 for detail.

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TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase use of quality data* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase use of quality data*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

Planned Intervention		Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Collect student achievement data via standardized state and national assessments: STAAR, STAR (Renaissance Learning), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), TPRI (Texas Primary Reading Inventory), Reasoning Mind, Direct Instruction, and other instruments	No grant cost to TTIPS. This activity is an internal focus that will increase the use of quality data through a continued focus on using data to improve instruction and student achievement.
2.	Collect student achievement data via Interim Assessments (locally produced assessments)	No grant cost to TTIPS. This activity is an internal focus that will increase the use of quality data through a continued focus on using data to improve instruction and student achievement..
3.	Measure the impact of PD training on student achievement	The Project Coordinator (TTIPS-funded), as supported by the Priincipal and district data personnel, will ensure the increased use of quality data.
4.	Track data via IDEA's HUB (internal data and shared drive) system	No grant cost to TTIPS. This activity is an internal focus that will increase the use of quality data through a continued focus on using data to improve instruction and student achievement.
5.	Reward teachers for student academic growth as measured by frequently collected, quality dats.	Student academic growth is a measurable outcome of an improved instructional program and an increase in teacher quality. By implementing all components of this TTIPS proposal, teacher quality and student achievement will increase and will be verified by an increased use of quality data, and teachers will be rewarded with a structured bonus program. See page 30 for detail.

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TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase learning time* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase learning time*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Coordinate 21st CCLC funding with TTIPS funding to extend learning time; supplement existing after-school and summer program with funding to allow more students to participate (demand is high and exceeds available funding)	TTIPS-funded extra-duty pay, materials, and contracted service providers will allow more students to attend and participate in the existing after-school program, which will increase learning time for more students over the funding period.
2.	Provide 1:1 devices for students in grades 3-5 to access reading and math resources outside of school time	Budget items will increase learning time as described at left.
3.		
4.		
5.		

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TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the <u>key interventions</u> the campus will implement to *increase parent/community engagement* in order to achieve increased academic performance.
- Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention for *parent/community engagement.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Parent/Community Engagement*

	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Hire 1 Communities in Schools Site Coordinator	The CISSC will support students' social and emotional health and well-being, provide counseling to students and families, and refer students and families to community resources and social services agencies. In this way, the CISSC will increase parent involvement and engagement.
2.	Model parent/child teaching and learning opportunities and provide instructional materials for parents to use at home;	TTIPS-funded supplies and materials will support learning opportunities that will engage parents on campus (during the day and after school) and extend learning to students' homes.
3.	1:1 technology engages families in learning;	iPads/tablets used at parent involvement activities and engagement opportunities will engage families in learning (parents and students together) and will demonstrate to parents what
4.	Parents participate in school decision-making and committees;	No grant cost to TTIPS. This activity is an internal focus that will increase parent/community engagement.
5.	Create multiple opportunitities for parents to attend events celebrating student academic achievement and behavioral excellence.	TTIPS-funded supplies and materials will support academic and behavior celebrations that will engage parents on campus both during the day and after school.

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TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve school climate* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve school climate.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve School Climate*

Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1. Parent and student satisfaction surveys track organizational health	No grant cost to TTIPS. This activity is an internal focus that measures organizational health and points to areas of improvement for school climate.
2. Assess school climate via IDEA's semi-annual organizational health survey (for teachers and staff)	No grant cost to TTIPS. This activity is an internal focus that measures organizational health and points to areas of improvement for school climate.
3. Communities in Schools Site Coordinator (CISSC) proactively addresses social-emotional needs in 1:1 meetings with students;	The CISSC will support students' social and emotional health and well-being, providing counseling to students and families, and referring students and families to community resources and social services agencies, freeing teachers to focus on instruction and helping students be mentally and physically prepared for classroom success. The end result is an improved school climate for teachers and students, as well as parents and families.
4. Schedule regular celebratory occasions to recognize and reward teaching and learning excellence, create time to learn together and build community/ team/collegiality	TTIPS-funded supplies and materials will be used to support activities described at left. Collegiatlity and team-building activities improve school climate for everyone.
5. Provide training for School Climate/Culture Committee; Committee creates a vision for excellence each year	No grant cost to TTIPS. This activity is an internal focus designed to improve school climate.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: **108807**	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☒	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☒	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☒	☒	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☒	☐	☒
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☒	☐	☒
B02	Provide interpreter/translator at program activities	☒	☐	☒
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☒	☒	☒
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☒	☒	☒
B05	Develop/maintain community involvement/participation in program activities	☒	☒	☒
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☒	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☒	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☒
B09	Provide parenting training	☐	☐	☒
B10	Provide a parent/family center	☐	☐	☒
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☒

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: **108807**		Amendment number (for amendments only):		

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☒
B13	Provide child care for parents participating in school activities	☐	☐	☒
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☒
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☒
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☒
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☒	☒
B18	Coordinate with community centers/programs	☐	☐	☒
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☒	☒	☒
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☒	☒	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☒	☒	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☒	☒	☒
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☒	☒
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☒	☐	☐
C02	Provide counseling	☒	☐	☐
C03	Conduct home visits by staff	☐	☒	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☒	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☒	☐	☒

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: **108807**		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☒	☐	☐
C09	Conduct parent/teacher conferences	☐	☒	☒
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☒	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☒	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☒	☒	☒
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☒	☐	☐
D02	Provide counseling	☒	☐	☒
D03	Conduct home visits by staff	☐	☒	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☒	☐
D05	Provide mentor program	☐	☐	☒
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☒	☒	☒
D07	Provide community service programs/activities	☒	☐	☐
D08	Provide comprehensive health education programs	☒	☐	☐
D09	Conduct parent/teacher conferences	☐	☒	☒
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☒	☒	☒
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☒	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☒	☐	☐
E04	Provide program materials/information in digital/audio formats	☒	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☒	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☒	☐	☐
G02	Expand tutorial/mentor programs	☒	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☒	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☒
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☒	☒	☒
H02	Provide staff development on effective teaching strategies	☐	☒	☐
H03	Provide training for parents	☐	☐	☒
H99	Other (specify)	☐	☐	☐

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County-District Number or Vendor ID: **108807**		Amendment number (for amendments only):	

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☒	☐	☐
J02	Ensure all physical structures are accessible	☒	☒	☒
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☒	☐	☐
K02	Develop and implement a truancy intervention plan	☒	☒	☒
K03	Conduct home visits by staff	☐	☒	☒
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☒	☐	☐
K06	Provide before/after school recreational or educational activities	☒	☐	☐
K07	Conduct parent/teacher conferences	☐	☒	☒
K08	Strengthen school/parent compacts	☒	☒	☒
K09	Develop/maintain community collaborations	☐	☒	☒
K10	Coordinate with health and social services agencies	☐	☐	☒
K11	Coordinate with the juvenile justice system	☐	☐	☒
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☒	☒
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☒
L02	Establish collaborations with parents of highly mobile families	☐	☒	☒
L03	Establish/maintain timely record transfer system	☐	☒	☒
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☒	☒
M02	Conduct home visits by staff	☐	☒	☒

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☒
M04	Conduct parent/teacher conferences	☐	☒	☒
M05	Establish school/parent compacts	☐	☒	☒
M06	Provide parenting training	☐	☐	☒
M07	Provide a parent/family center	☐	☐	☒
M08	Provide program materials/information in home language	☒	☐	☒
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☒
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☒
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☒	☐	☒
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☒
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☒
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☒	☒
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☒	☐
N03	Provide mentor program for new personnel	☐	☒	☐
N04	Provide intern program for new personnel	☐	☒	☐
N05	Provide an induction program for new personnel	☐	☒	☒
N06	Provide professional development in a variety of formats for personnel	☐	☒	☒
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☒	☐
N99	Other (specify)	☐	☒	☒

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☒	☒	☒
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☒	☒

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☒
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			

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